

2004-2005 No Child Left Behind - Blue Ribbon Schools

Program Revised 3/21/05

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal: Mr. Craig Jamieson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Chester Barrows

(As it should appear in the official records)

School Mailing Address 9 Beachmont Ave.

(If address is P.O. Box, also include street address)

Cranston

City

RI

State

02905-2603

Zip Code+4 (9 digits total)

County Providence School Code Number* 07112

Telephone (401) 270-8160 Fax (401) 270-8505

Website/URL www.cpsed.net/barrows E-mail cjamieson@cpsed.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Catherine Ciarlo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cranston Tel. (401)270-8170

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. M. Gordon Palumbo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 18 Elementary schools
 3 Middle schools
 0 Junior high schools
 3 High schools
 1 Other
 25 TOTAL

2. District Per Pupil Expenditure: \$ 9,462.00

Average State Per Pupil Expenditure: \$10,438.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

5. 18 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	-	-	-	7			
K	14	21	35	8			
1	18	19	37	9			
2	15	16	31	10			
3	14	19	33	11			
4	18	19	37	12			
5	20	17	37	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							210

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 75 | % White |
| 11 | % Black or African American |
| 10 | % Hispanic or Latino |
| 3 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	210
(5)	Subtotal in row (3) divided by total in row (4)	12/210
(6)	Amount in row (5) multiplied by 100	6%

8. Limited English Proficient students in the school: 2 %
5 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Tagalog

9. Students eligible for free/reduced-priced meals: 30%

Total number students who qualify: 64

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{26}{54}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>15</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>15</u>	<u>18</u>

12. Average school student-“classroom teacher” ratio: 1:19

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	95 %	95 %	95 %	96 %
Daily teacher attendance	97 %	97 %	97 %	96 %	97 %
Teacher turnover rate	0 %	9 %	18 %	9 %	0 %
Student dropout rate (middle/high)	- %	- %	- %	- %	- %
Student drop-off rate (high school)	- %	- %	- %	- %	- %

PART III - SUMMARY

Chester Barrows Elementary School in Cranston, Rhode Island is a small, high performing suburban neighborhood school with a population of 210 students from kindergarten through grade five. Barrows is one of eighteen elementary schools governed by the Cranston Public Schools District, which in turn is governed by a seven member elected school committee. The principal, who has eighteen years of experience at the school, leads a staff of thirty-three personnel, eleven of which are classroom teachers. Thirty percent of the 210 students are eligible for free or reduced lunch. Seventy-five percent of the students are White, eleven percent are Black, ten percent are Hispanic, and three percent are Asian/Pacific Islander. Ten percent receive special education resource services while seventeen percent receive speech and language servicing. There are no self-contained special education classrooms.

Barrows' vision states the following: *"We see our school as a child centered teaching and learning enterprise where students, parents, staff and community members interact to pursue a life of academic, social and personal development that prepares students for the challenges of a new century. We envision the use of flexible practices that encourage disciplined creative thinking, fluent idea exchange, and skills development to support inquiring methods".*

"The mission of the Chester Barrows School, in cooperation with the parents and the community, is to foster an educational and social environment that prepares our students for life-long learning, responsible citizenship and a productive workplace environment."

Chester Barrows School implements a curriculum designed by the Cranston Public School district that is research based. The New Standards Performance Standards (National Center on Education and the Economy and the University of Pittsburgh) and The Principles of Learning (University of Pittsburgh) are integrated into the instructional program.

School Accountability for Learning, and Teaching (SALT) is Rhode Island's comprehensive school accountability system. SALT is based on using information to improve learning and teaching so that the learning of all students in the state dramatically improves. The SALT visit and other major SALT components are designed to aid schools in their ongoing development and implementation of effective School Improvement Plans.

In January 2000, a six member team of professionals from the R.I. Department of Education spent an entire week at Chester Barrows School for the purpose of drawing conclusions about the school in the three focus areas of SALT: student learning, teaching and the school. The design of the SALT Visit ensures that accountability supports improvement of schools by directly connecting judgments of quality and recommendations for improvement to the actual life and work of a school.

The SALT team's portrait of Chester Barrows School at the time of the visit is as follows: "Small in size but large in heart, the Chester Barrows School pulsates with the strong beat of an engaged learning community. This school provides an enriching, safe and nurturing environment where children can strive to excel. Parents are welcomed partners in this endeavor. The students show an eagerness and enthusiasm for learning as they are challenged to do their best. Students are actively involved in their education as they participate in creative learning activities. Together, children, parents, teachers, staff and administration exhibit an enthusiasm and drive for excellence, which is challenging, contagious and safe".

The full report can be found at:

<http://www.ridoe.net/schoolimprove/salt/visit/repts/barrows>

Chester Barrows School has been classified as "high performing" by the R.I. Department of Education from 1998-2004. In 2002, Barrows was named a Board of Regents' Commended School for being classified as "high performing" and "improving" two years consecutively on the State Assessment Testing. In 2004, Barrows ranked "second" in the entire state out of more than two hundred elementary schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Language Arts and Mathematics

The New Standards Reference Examination testing format is used to show academic performance in both English language arts and mathematics. The test is subdivided into areas of reading, writing, math skills, math concepts, and problem solving. The reading component assesses the students' ability to understand, analyze, and interpret reading passages of varying length and complexity. The writing portion of the examination includes an objective test of grammar and conventions as well as a written response to a topic. Through the writing response the students must demonstrate that they can compose a clear and organized essay using appropriate sentence construction and vocabulary.

The Mathematics Reference Examination is comprised of three sections that assess the students' skills, concepts and ability to solve problems. The problem-solving portion of the exam requires the students to use concepts and skills to solve problems and to provide a written explanation of their strategy.

We share the annual state testing results with all teachers, K-5, and address areas of concern. We have established an after school math club, a homework club, and we provide intense individual or small group instruction utilizing our resource teacher and reading consultant in order to close our equity gaps. Our high performing status in math problem solving is evidence of our school wide participation and corroboration.

The analysis of the English Language Arts data, based on an average of scores for the past four years, indicates:

- 88% of our students achieved the standard or scored higher in Basic Understanding in reading
- 82% of our students achieved the standard or scored higher in Analysis and Interpretation in reading
- 68% of our students achieved the standard or scored higher in Writing Conventions
- 80% of our students achieved the standard or scored higher in Writing Effectiveness

The analysis of the mathematical data, based on an average of scores for the past four years, indicates:

- 94% of our students achieved the standard or scored higher in Mathematical Skills
- 76% of our students achieved the standard or scored higher in Mathematical Concepts
- 67% of our students achieved the standard or scored higher in Mathematical Problem Solving

Overall, our school scores have been consistently higher than the state scores. The Rhode Island Department of Education has recognized Chester Barrows School as a high performing school from 1998-2004.

Additional information on the Rhode Island State Assessment Program can be found at: <http://www.ridoe.net/>.

2. Assessment Data Improves Student Performance

Chester Barrows Elementary School uses all types of assessments to define and drive the academic programs for the students. Teachers plan instructional programs that best fit the learning styles and performance levels of the students. Teachers reflect on their teaching practices once they have identified strengths and weaknesses of the students. They make the necessary adjustments to fit the needs of the students. With this approach, the teachers at Chester Barrows create and implement a comprehensive program for their students.

The latest test results indicated that the students were weak in the area of writing conventions. Each teacher took the responsibility to make changes in their classroom strategies. For example, teachers focused on proper grammar use, spelling and formatting across all content areas. In addition, teachers included writing conventions in their classroom goals to insure more accountability in this area.

Additionally, primary teachers use PALS (Phonological Awareness Literacy Screening developed by the University of Virginia) assessments to plan instruction for their guided reading groups. The intermediate teachers use CARS assessments, a diagnostic tool that helps teachers plan for remediation in specific areas of reading. This helps the teachers determine what reading skills need reinforcement.

In writing, teachers focus on different types of writing each quarter based on Cranston's Writing Curriculum. At the end of each quarter teachers give the students a prompt to assess the genres addressed during the quarter. The Rhode Island Writing Assessment rubric is utilized to score these prompts. This is yet another type of assessment we use to determine the strengths and weaknesses of the students in an effort to help them achieve the writing standards.

Math assessment also plays a critical role in teaching and learning. Teachers use The Investigations Program to teach this subject matter. There are both formal and informal assessment tasks that allow the teacher to examine student work. The information from these assessments provides the teachers with the vital information they need to help their students learn.

Chester Barrows' faculty prides itself in using both formal and informal assessments to drive instruction. The data from these assessments help them plan and implement a comprehensive program for the students.

3. Reports of Assessment Results and Student Performance

The Chester Barrows faculty and staff work hard to fulfill their commitment to communicate student performance to the students and to parents. On a daily basis students are given clear expectations to meet and exceed the standards. Both oral and written directions are given that include the Performance Standards and Grade Level Expectations (GLE's) being addressed by the lesson. The rubrics are aligned with these criteria to insure the students and parents know what is expected. Parents, in turn, appreciate the well-defined expectations and this gives them a better understanding of the performance level of their child.

In addition, each night teachers in the primary grades send home Chester Barrows' folders. These folders (purchased by the parent-teacher group) are another way to communicate progress being made. In the intermediate grades, teachers use a Chester Barrows' daily planner to help both the students and parents. The planner (purchased by the parent-teacher group) is designed to give the students a place to write down their assignments in order to stay organized. Parents are able to look at the planner and stay informed about the work being done in the class. In addition, teachers send home weekly folders of student work and tests. This is intended to help parents see the progress being made by their child on a regular basis.

To further help keep parents informed, each teacher, kindergarten through grade five, sends home a monthly progress report. These reports list the progress that is being made each

month in the area of class work, behavior, homework and effort. Parents use these reports to comment about concerns, or ask ways they can help their child at home. These reports help keep the lines of communication open with parents between the quarterly report cards.

Furthermore, parents are kept informed about the state test results at the annual Open House. The results of the New Standards Reference Exam are shared with the Chester Barrows' community in a clear, state of the art fashion. A multi-media presentation is used to highlight and inform the community of the latest test scores. The multi-media presentation (using Power Point) helps to display the information and keep parents engaged as the results are explained. Parents have the opportunity to discuss and question the information. The feedback gives the faculty a true sense of the concerns that are important to the parents.

Last but not least, the parents are free to contact their child's teacher to discuss their particular child's progress. Chester Barrows' faculty welcomes the parents to discuss progress and concerns they may have. The faculty believes that only with a true partnership with the parents can the children of Chester Barrows' achieve the goal of being a "life long learner."

4. Sharing Successful Strategies

The teachers at Chester Barrows have shared their successes with other schools using various avenues. The school has two math lead teachers for the primary and intermediate grades. One of their roles is to share the teachers' accomplishments with other schools. They bring samples of student work or lessons that have been successful. In addition to the lead teachers, the faculty has the opportunity to share their successes at grade level "swap meets". The teachers throughout the district get together at these meetings and share strategies, lessons, and ideas that worked in their classes. The monthly faculty meeting is another place where our principal describes the positive strategies being used throughout the building. The teachers work closely with the support specialists such as the literacy and resource teachers. These specialists visit other schools in the district and relate the strategies and programs that worked well at this school. The itinerant staff of art, music, library, technology and physical education meets within their departments and share ideas, lesson plans, strategies, and rubrics that have been successful at Chester Barrows. The teachers also participate in a teacher exchange program. They observe each other's classes to see new teaching techniques and offer support to one another.

The teachers at Chester Barrows have a common philosophy to be partners with each other and the surrounding schools. It is their belief that by sharing ideas can we better promote high academic achievement and a well-rounded student who is successful.

PART V – CURRICULUM AND INSTRUCTION

1. Core Curriculum Areas

Knowing that literacy is essential to all learning, Chester Barrows School makes it the core of all instruction. The reading/ language arts curriculum, with its writing component, varies from grade to grade with several programs overlapping. In kindergarten and grade one, the Kid Writing Program is an integral part of daily journal writing. It allows the teacher to focus on phonics in the context of writing. In this program, children's writing offers personal, meaningful and effective opportunities for phonics instruction. In addition, it is an important component of a balanced literacy program. The 4-Square writing method, which is used "loosely" in grades 1 and 2, is the backbone of writing in the intermediate grades. This method provides students with critical strategies needed to plan and organize their writing, thus transforming reluctant writers into confident writers. The Six Traits Plus One is another writing program used in the intermediate grades, especially in grade five. This program allows the students to expand their writing skills and gives their writing more depth. Writing is an important facet of our language arts program. Both the reading and resource teachers provide support to ensure that the needs of all students are met. The teachers believe that it is a vital form of expression and communication required in education and business. It is also the critical component of authentic assessment of language arts.

The other essential component of the literacy curriculum is our reading program. With the guidance of our reading consultant, the teachers work diligently to develop successful, fluent readers. It is the balanced approach, using explicit strategies. In both small group and guided reading instruction, the teachers create a risk free environment that enables students to thrive to meet their utmost potential.

As with the reading /language arts program, a research based mathematics program is utilized in grades kindergarten through grade five. The Investigations program is designed to help the children learn mathematical concepts by exploring problems and discovering major mathematical ideas. The uniformed approach gives the students clear mathematical experiences through all the grade levels. Mathematical problem solving is also a focus in each class on a daily basis. (This is discussed in detail in part 5 # 3.)

Science and social studies are taught with a literacy approach. The teachers insure that each student understands the material that is presented at their grade level. Integrating the core reading and writing components into their lessons allows the teachers to develop important content area reading and writing.

In order to develop a well-rounded student and citizen, the guidance counselor at Chester Barrows delivers developmental guidance lessons. One of the major components of the counseling curriculum centers on career development. Students are exposed to different career opportunities and how these careers influence their education and life-style choices. Other essential themes include teamwork, decision-making, responsibility, good work habits and the importance of continuous learning and education. Many community resources, including parents, local professionals, and other educational facilities are used to provide an all-encompassing program.

Throughout the day, regardless of the subject, the students at Chester Barrows are well aware of the standards and GLE's (grade level expectations) taught in each of the core subjects. These standards insure that the teachers are accountable for their teaching and the students are accountable for their learning.

A key component that makes our school a model of success is the compassionate approach of each teacher, coupled with the most up to date instructional strategies we deliver to our students on a daily basis. We provide a nurturing, safe environment, which encourages all of our students to take the risk to be a successful learner.

2. Reading Curriculum and Instruction

The reading curriculum at Chester Barrows School is a balanced literacy program directly aligned to Rhode Island's grade level expectations. Instruction and assessment are standards based. We foster a strong literacy foundation beginning in kindergarten that focuses on phonemic awareness, phonics, fluency, vocabulary and comprehension. This literacy curriculum consists of integrated writing, reading, speaking and listening disciplines. We teach in effective print-rich classroom environments. Our balanced approach includes direct instruction where we teach explicit concepts and guided instruction where we allow our children to construct new concepts in a meaningful active way, practicing what they learn. We employ both peer grouping and flexible grouping to meet individual needs. We use literature circles and guided reading materials throughout the school. The children at Barrows are motivated, encouraged, and free to take risks in their learning.

This curriculum is taught in an explicit (logical), systematic and sequential order. It is our assessment of every child that drives instruction and enables us to meet his or her needs. Through our Professional Development Institute we are trained in and follow the University of Virginia's Phonemic Awareness Literacy Screening program that pinpoints the exact area where a child is in need, as early as kindergarten. To address these needs, we employ the "I-READ" program. This comprehensive and balanced approach includes phonemic awareness, (the key component to a child's ability to read), phonics, and whole language for the primary student. Our emphasis is upon content area reading and using informational texts for gaining understanding at the intermediate grade levels. A summer literacy program and our after school Literacy Academy fill in the gap for the at-risk students. We employ Kid Writing, 4-Square and the 6 Traits of Writing strategies from kindergarten through grade five.

This is our multi-faceted approach to meeting our goal to have every child reading at or above grade level. This program was chosen as part of a district wide initiative. It is based on the most current empirical, level three research and best practice.

3. Mathematics and Problem Solving

Our mathematics curriculum is designed around the Rhode Island state mathematics standards. Problem solving has been chosen as an integral part of Chester Barrows' Mission Statement and is reflected in the goals of the School Improvement Plan. The entire staff is committed to enhancing the existing curriculum by emphasizing the importance of problem solving to prepare students as life-long learners, responsible citizens and productive workers.

Implementing problem solving strategies at Barrows is a continuous process beginning in kindergarten. At this level, we introduce strategies that we practice through daily routines, teaching, modeling and acting out. The basic framework is established. In first grade, the students begin to apply the strategies using a more formal approach. The Problem Solver, which is a systematic instructional program designed to help students become confident and competent problem solvers, is one of the tools used to expand the students' problem solving abilities. This program is continued in the second grade. At this level, the students work in small groups to choose an appropriate strategy to help them solve the problem. Individual binders are kept to organize and reinforce the implementation of methods and strategies. A problem is sent home weekly to foster family involvement. In the third grade, the process becomes more independent and complex as students copy a problem from the board containing grammatical, mechanical and spelling errors, which they correct in addition to choosing an appropriate strategy and solving the problem. They must also put their answer in a complete sentence. At the fourth and fifth grade levels, problem solving becomes more intense. Students need to be able to communicate their answers and show an attention to details. Explanations should be accurate and must provide clear information.

The success of this school wide endeavor is evidenced in our state assessment results. Our problem solving scores have met or exceeded the standards since 1998.

4. Instructional Strategies

The staff at Chester Barrows School uses a multitude of instructional strategies to improve student learning. A few of our most successful teaching methods include our ability to cross the curriculum in all subjects and to use collaborative teaching as an approach to help our children become active, excited learners.

Our staff uses a variety of personnel, materials and activities. These include community/parent guest speakers, cultural arts programs, peer tutoring and hands-on activity centers suitable for a wide range of ability levels. These help to keep each child involved, interested and successful.

Teachers use fiction and nonfiction selections of high interest that incorporate all areas of the curriculum including writing. Teachers assess strengths and weaknesses and, guided by rubrics and criteria charts, plan various activities that focus on specific skills.

Students use the computers often to present their written work for stories, poetry, science and social studies projects, and some classes even exchange ideas using e-mail. Many classes use the Internet for research and slide presentations.

Itinerant and resource teachers play a vital role in the classroom. Materials and advice from the librarian, art, and music teachers are used for collaborative projects.

Chester Barrows' staff members feel strongly that all the students are ours to educate and nurture from kindergarten through grade five. We feel that we need to work collectively to expand the previous years' knowledge to improve the academic ability of each child in her/his best interest. After all – learning is a life long process and we know that a child who has learned to discover solutions using many different strategies has a solid foundation and will be a life long learner and a solid citizen.

5. Professional Development and Student Achievement

Professional development gives the teachers the opportunity to enhance instruction, enrich personal growth, and develop collaboration and interaction with our colleagues.

Often, the teachers at Chester Barrows School continue their school day as they attend meaningful workshops that are based on literacy or mathematics. They examine new techniques that enable them to be more successful in their classroom and they share these new practices with their colleagues. These research-based ideas add to sound practices already utilized in the classroom and they also add to the excitement of student learning.

Workshops in mathematics are designed to aid classroom teachers in the area of problem solving. They offer new approaches that enhance student understanding of mathematical concepts.

Cranston Public School's Professional Development Institute provides after school workshops, all-day conferences, summer institutes and graduate level course work. Chester Barrows' teachers very often exceed the required eight hours of professional development mandated by the Cranston School Department.

RHODE ISLAND STATE ASSESSMENT PROGRAM
NEW STANDARDS REFERENCE EXAMINATIONS

English Language Arts

The Data Display Tables are illustrated on the following pages.

Grade 4

Test English Language Arts Reference Examination

Edition/publication year 2001,2002,2003,2004 Publisher Harcourt Assessment Company

What groups were excluded from testing? None Why, and how were they assessed?

Number excluded 0 Percent excluded 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The New Standards Reference Examinations assess how well students have learned what the Performance Standards say they should have learned. New Standards (National Center on Education and the Economy and the University of Pittsburgh) has been and continues to be a pioneer in developing Performance Standards and assessments designed to measure student achievement of these standards.

The level of the student's performance is determined according to the following scale:

- Achieved the Standard with Honors
 - * A student who "Achieved the Standards with Honors" performed at a higher level than the standard on a consistent basis.
- Achieved the Standard
 - * A student who "Achieved the Standard" performed at a level of the standard on a consistent basis.
- Nearly Achieved the Standard
 - * A student who "Nearly Achieved the Standard" showed some evidence of performing at the level of the standard, but overall the performance did not consistently meet the standard.
- Below the Standard
 - * A student who obtained "Below the Standard" showed some attempt to respond but the number of successful responses was minimal, and all too often the responses were incomplete.
- * Little Evidence of Achievement
 - * A student who showed "Little Evidence of Achievement" showed almost no attempt to respond, as evidenced by numerous blank answers, entirely unsuccessful answers, and incomplete answers.

The data in this application includes the top three levels of performance.

Data Display Table

RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION

READING - BASIC UNDERSTANDING

GRADE 4

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	March	March	May	March
<u>SCHOOL SCORES</u>				
1. Nearly Achieved the Standard	100%	94%	100%	100%
2. Achieved the Standard	71%	52%	76%	76%
3. Achieved the Standard with Honors	20%	29%	12%	16%
Number of students tested	41	47	41	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<u>SUBGROUP SCORES</u>				
1. Eligible for Free & Reduced Meals				
1. Nearly Achieved the Standard	99%	100%	100%	98%
2. Achieved the Standard	77%	79%	72%	70%
3. Achieved the Standard with Honors	14%	16%	12%	11%
2. Special Education				
1. Nearly Achieved the Standard	100%	99%	97%	100%
2. Achieved the Standard	74%	88%	71%	73%
3. Achieved the Standard with Honors	12%	11%	3%	9%
3. Ethnicity: Non-White				
1. Nearly Achieved the Standard	100%	100%	100%	100%
2. Achieved the Standard	73%	88%	67%	72%
3. Achieved the Standard with Honors	13%	10%	25%	13%
<u>STATE SCORES</u>				
1. Nearly Achieved the Standard	87%	82%	88%	85%
2. Achieved the Standard	57%	50%	57%	56%
3. Achieved the Standard with Honors	16%	19%	17%	15%

Data Display Table

RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION

READING – ANALYSIS AND INTERPRETATION

GRADE 4

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	March	March	May	March
<u>SCHOOL SCORES</u>				
1. Nearly Achieved the Standard	98%	98%	100%	100%
2. Achieved the Standard	76%	54%	83%	76%
3. Achieved the Standard with Honors	10%	15%	10%	2%
Number of students tested	41	47	41	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<u>SUBGROUP SCORES</u>				
4. Eligible for Free & Reduced Meals				
1. Nearly Achieved the Standard	100%	98%	100%	98%
2. Achieved the Standard	80%	63%	68%	78%
3. Achieved the Standard with Honors	12%	7%	21%	0%
5. Special Education				
1. Nearly Achieved the Standard	96%	97%	98%	99%
2. Achieved the Standard	68%	63%	76%	68%
3. Achieved the Standard with Honors	4%	8%	2%	0%
6. Ethnicity: Non-White				
1. Nearly Achieved the Standard	100%	100%	100%	100%
2. Achieved the Standard	70%	71%	78%	75%
3. Achieved the Standard with Honors	2%	6%	3%	0%
<u>STATE SCORES</u>				
1. Nearly Achieved the Standard	86%	83%	84%	83%
2. Achieved the Standard	55%	49%	54%	54%
3. Achieved the Standard with Honors	7%	8%	6%	4%

Data Display Table

RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION

WRITING EFFECTIVENESS

GRADE 4

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	May	March
<u>SCHOOL SCORES</u>				
1. Nearly Achieved the Standard	99%	95%	93%	91%
2. Achieved the Standard	46%	85%	41%	53%
3. Achieved the Standard with Honors	51%	0%	37%	7%
Number of students tested	41	47	41	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<u>SUBGROUP SCORES</u>				
7. Eligible for Free & Reduced Meals				
1. Nearly Achieved the Standard	100%	99%	97%	95%
2. Achieved the Standard	61%	68%	61%	56%
3. Achieved the Standard with Honors	23%	0%	17%	2%
8. Special Education				
1. Nearly Achieved the Standard	98%	94%	97%	85%
2. Achieved the Standard	69%	64%	72%	52%
3. Achieved the Standard with Honors	8%	0%	0%	0%
9. Ethnicity: Non-White				
1. Nearly Achieved the Standard	94%	80%	100%	97%
2. Achieved the Standard	61%	71%	74%	42%
3. Achieved the Standard with Honors	19%	0%	12%	2%
<u>STATE SCORES</u>				
1. Nearly Achieved the Standard	87%	77%	77%	79%
2. Achieved the Standard	56%	60%	49%	54%
3. Achieved the Standard with Honors	19%	3%	10%	7%

Data Display Table

RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION

WRITING CONVENTIONS

GRADE 4

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	March	March	May	March
<u>SCHOOL SCORES</u>				
1. Nearly Achieved the Standard	97%	88%	94%	83%
2. Achieved the Standard	63%	67%	68%	56%
3. Achieved the Standard with Honors	5%	2%	2%	7%
Number of students tested	41	47	41	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<u>SUBGROUP SCORES</u>				
10. Eligible for Free & Reduced Meals				
1. Nearly Achieved the Standard	97%	82%	96%	97%
2. Achieved the Standard	74%	55%	63%	78%
3. Achieved the Standard with Honors	2%	0%	0%	3%
11. Special Education				
1. Nearly Achieved the Standard	100%	97%	95%	97%
2. Achieved the Standard	78%	74%	64%	62%
3. Achieved the Standard with Honors	0%	0%	0%	0%
12. Ethnicity: Non-White				
1. Nearly Achieved the Standard	98%	96%	96%	98%
2. Achieved the Standard	66%	62%	64%	67%
3. Achieved the Standard with Honors	3%	0%	0%	5%
<u>STATE SCORES</u>				
1. Nearly Achieved the Standard	80%	68%	79%	75%
2. Achieved the Standard	54%	53%	53%	50%
3. Achieved the Standard with Honors	5%	3%	5%	4%

RHODE ISLAND STATE ASSESSMENT PROGRAM **NEW STANDARDS REFERENCE EXAMINATIONS**

Mathematics

The Data Display Tables are illustrated on the following pages.

Grade 4

Test Mathematics Reference Examination

Edition/publication year 2001,2002,2003,2004 Publisher Harcourt Assessment Company

What groups were excluded from testing? None Why, and how were they assessed?

Number excluded 0

Percent excluded 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The New Standards Reference Examination in Mathematics measures how well the student is doing against standards of performance. In each area assessed, mathematical skills, mathematical concepts, and problem solving, students receive one of five possible scores:

- **Achieved the Standard with Honors** – performed at a higher level than the standard on a consistent basis.
- **Achieved the Standard** – performed at a level of the standard at a consistent level.
- **Nearly Achieved the Standard** – showed some evidence of performing at the level of the standard, but overall the performances did not consistently meet the standard.
- **Below the Standard** – showed some attempt to respond but the number of successful responses were minimal, and all too often the responses were incomplete.
- **Little Evidence of Achievement** – showed almost no attempt to respond, as evidenced by numerous blank answers, entirely unsuccessful answers, and incomplete answers.

The data includes the top three levels of performance.

RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION

MATHEMATICAL SKILLS

GRADE 4

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	March	March	May	March
<u>SCHOOL SCORES</u>				
1. Nearly Achieved the Standard	100%	100%	100%	98%
2. Achieved the Standard	27%	38%	44%	53%
3. Achieved the Standard with Honors	73%	58%	54%	27%
Number of students tested	41	47	44	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<u>SUBGROUP SCORES</u>				
13. Eligible for Free & Reduced Meals				
1. Nearly Achieved the Standard	100%	100%	100%	99%
2. Achieved the Standard	50%	53%	43%	63%
3. Achieved the Standard with Honors	50%	44%	55%	18%
14. Special Education				
1. Nearly Achieved the Standard	100%	99%	100%	100%
2. Achieved the Standard	60%	65%	70%	69%
3. Achieved the Standard with Honors	40%	30%	25%	10%
15. Ethnicity: Non-White				
1. Nearly Achieved the Standard	100%	100%	100%	82%
2. Achieved the Standard	45%	53%	56%	58%
3. Achieved the Standard with Honors	55%	47%	41%	13%
<u>STATE SCORES</u>				
1. Nearly Achieved the Standard	89%	84%	87%	83%
2. Achieved the Standard	44%	48%	43%	41%
3. Achieved the Standard with Honors	26%	15%	23%	19%

Data Display Table

RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION

MATHEMATICAL CONCEPTS

GRADE 4

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	May	March
<u>SCHOOL SCORES</u>				
1. Nearly Achieved the Standard	100%	96%	98%	92%
2. Achieved the Standard	46%	29%	54%	38%
3. Achieved the Standard with Honors	49%	48%	20%	18%
Number of students tested	41	47	41	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<u>SUBGROUP SCORES</u>				
16. Eligible for Free & Reduced Meals				
1. Nearly Achieved the Standard	100%	100%	100%	95%
2. Achieved the Standard	48%	43%	46%	62%
3. Achieved the Standard with Honors	52%	11%	40%	12%
17. Special Education				
1. Nearly Achieved the Standard	100 %	100%	97%	98%
2. Achieved the Standard	79%	73%	68%	59%
3. Achieved the Standard with Honors	16%	14%	10%	8%
18. Ethnicity: Non-White				
1. Nearly Achieved the Standard	100 %	100%	100%	100%
2. Achieved the Standard	49%	52%	71%	68%
3. Achieved the Standard with Honors	48%	39%	25%	22%
<u>STATE SCORES</u>				
1. Nearly Achieved the Standard	77 %	62%	73%	67%
2. Achieved the Standard	37%	26%	34%	29%
3. Achieved the Standard with Honors	7%	8%	6%	4%

Data Display Table

RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION

MATHEMATICS – PROBLEM SOLVING

GRADE 4

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	March	March	May	March
<u>SCHOOL SCORES</u>				
1. Nearly Achieved the Standard	97%	87%	71%	65%
2. Achieved the Standard	29%	21%	22%	20%
3. Achieved the Standard with Honors	61%	60%	37%	18%
Number of students tested	41	47	41	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<u>SUBGROUP SCORES</u>				
19. Eligible for Free & Reduced Meals				
1. Nearly Achieved the Standard	97%	92%	94%	92%
2. Achieved the Standard	36%	45%	56%	37%
3. Achieved the Standard with Honors	41%	33%	17%	7%
20. Special Education				
1. Nearly Achieved the Standard	100%	97%	97%	94%
2. Achieved the Standard	65%	54%	46%	48%
3. Achieved the Standard with Honors	25%	21%	14%	0%
21. Ethnicity: Non-White				
1. Nearly Achieved the Standard	99%	98%	100%	95%
2. Achieved the Standard	29%	43%	48%	28%
3. Achieved the Standard with Honors	52%	45%	30%	5%
<u>STATE SCORES</u>				
1. Nearly Achieved the Standard	56%	33%	46%	38%
2. Achieved the Standard	24%	17%	19%	16%
3. Achieved the Standard with Honors	14%	9%	9%	6%